

**NARRATIVE
CONTINUATION APPLICATION FOR ABE 2006-2007
UNDER THE 1998 ADULT EDUCATION AND FAMILY LITERACY STATE PLAN**

To assist in our thinking and linking our planning to the Abt Framework of ABE Program Operations prepared by Judy Alamprese, we have inserted headings from the Framework before various components of the Continuation Application. These are in italics before the appropriate framework. PLEASE USE FLOW-CHARTS, TABLES, AND GRAPHS WHEREVER IT WOULD ASSIST UNDERSTANDING AND SHORTEN.

1.0 CERTIFICATIONS AND ASSURANCES

PROGRAM ENVIRONMENT (PROGRAM CAPACITY may influence response.)

2.0 NEEDS ASSESSMENT

Have the demographics and needs of your area changed significantly since you submitted your five-year plan (99-00 multi-year proposal) or your subsequent applications? For example, has the area seen an increase in limited English speakers or unemployment? If there have been changes that will require you to make accommodations in your program, please briefly describe. If there have been no real changes in your region, or if you have no plans for specific program changes to meet shifting demographics, skip this question. Please give at least two examples of either challenges, opportunities, or barriers facing employees with less than college or technical training. Please comment on any role your program might play in workplace or work based literacy.

PROGRAM RECRUITMENT AND INTAKE & ASSESSMENT AND INSTRUCTION

3.0 ADULT EDUCATION AND LITERACY ACTIVITIES

3.1 Intake and Placement: Do you have large group orientations for English speaking students at specifically scheduled times? Some programs run one or more intake sessions a week. Is there also an attempt to reach as many students as possible in fall, spring, and summer with publicized enrollment period/orientation/intake? Does this differ between main sites and satellites? Please make this as clear as possible, since we need to standardize intake and goal setting this coming year.

How often?

What percent usually enter the program through the large group intake?
Are the TABE or other tests given at this time, or in conjunction with the intake session?

Is the intake/orientation performed by ABE staff? If not, by whom?

If not using large group orientation at all, how do you handle orientation and intake?

How does your program handle identifying student goals, particularly those related to employment, post-secondary enrollment, and GED?

How is ESL intake handled?

Who is responsible for assisting ESL students with their intake forms?

Who administers the CASAS or BEST? (TABE should probably not be used for ESL placement, at least originally. It may be used for students who are transitioning.)

Which other assessment instruments are used and for whom? (For both English speakers and limited English proficiency students)

Is there any particular information on your intake or placement process that you would like to share? That is, in addition to the common information collected by all IMAS users. You may also attach an agenda of your orientation(s). Since many of you stated that intake and goal setting were targets for improvement in 05-06, please state the improvements you made to your process and any program data that might be available to support your improvement outcomes if you have not already done so above.

3.2 Does your program utilize a common core curriculum for ABE, GED Prep, and ESL?

Could you give examples? For instance, in reading, writing, and math below the 6.0 GE (Beginning Literacy, Beginning ABE, Low Intermediate), what is your curriculum? Is this the same for Outreach? Summarize, do not go into detail unless you wish to use an attachment. *Some programs had problems answering this question in the past. It refers to common curricular materials. For example, suitable portions of answers were "For levels one and two reading students, the New Reader's Press series and Laubach phonics and stories are used. . . . The Essential Mathematics for Life series is used for all levels of ABE Math. The instructor also assigns Skills Bank lessons to complement the topics covered in class." The following example is not very useful or informative; in addition, it appears impossible considering the size of our programs and our funding: "We use a learner centered approach. All instruction is individually planned and developed for each student depending on his or her goals and needs."*

If this has not changed, or there are no plans for change this year, you may refer to the prior year's application.

PROGRAM IMPROVEMENT

- 4.0** Since the informed use of program data is essential to measuring program effectiveness, briefly describe your program's process of using data. To assist you in addressing this question, we have included two data flow charts. This may help you focus your discussion. Please identify at least one area for attention this year. For instance, who is responsible for the IMAS; who is responsible for student exit and progress information; what is the procedure for communication with the data person(s); how often does staff review program data, etc.?

What process do you use to engage staff in program improvement planning? Which staff (all, key)? How do you assist outreach teachers in understanding the expectations and purposes of ABE and data collection?

What is your internal evaluation process on the effectiveness of your program? This question refers to ABE, not to your host institution. This question allows you to briefly elaborate on processes not mentioned in the above questions regarding using data. You do not need to make any comment here if you do not choose.

PROGRAM MANAGEMENT, PROGRAM IMPROVEMENT, PROGRAM EFFECTS

5.0 PERFORMANCE MEASURES

Attach a copy of the Performance Measures Worksheet for your program. Comment briefly on your past, current, and predicted performance. Have you made modifications to your predictions? If so, why?

If your performance is below that of the state's average predictions or actual averages, please explain. What steps will you take this year to come closer to the state's predictions or actual averages?

If your performance, or predicted performance, is above the state's average, to what do you attribute your success?

MEASURING PROGRESS AND LEVEL MOVEMENT: Complete the attached worksheet on pre- and post-testing. Obviously you will not have complete post-testing data for this year, but you can calculate on those students who have exited the program at the time you complete the worksheet and/or you can include a footnote on what you anticipate by the completion of the program year. You probably simply want to predict based on your knowledge of what has occurred thus far in the year. If your post-testing numbers and contact hours for those below the adult secondary level are

low, what do you consider the explanation and what steps do you intend to take to improve your program's effectiveness? Since IMAS tracks your pre and post testing data for the year and you are still working with the reporting system, omit this worksheet this year, but if your post-testing numbers and contact hours for those below the adult secondary level were low last year, address what steps you intend to take to improve your program's effectiveness. If you choose to address this in your AIDDE Continuous Improvement Plan, please state that here and address it in the AIDDE section of the plan.

PROGRAM ENVIRONMENT, PROGRAM CAPACITY, PROGRAM RECRUITMENT AND INTAKE, PROGRAM EXPOSURE

- 6.0** Are you planning specific activities this coming year for specific populations, such as parents or families, employees on the worksite, etc.? Briefly describe your planned recruitment and activities and indicate if funds other than ABE will be used in part or fully. (This question refers to section 8.0 of the State Plan and Section 2, Needs Assessment of this application. Give at least one example driven by information in the Needs Assessment.)

List your planned outreach sites and the approximate number of students you expect to serve. (It is understood that there may be changes depending upon attendance and requests.) _Also indicate the percentage of your budget that you plan to use for outreach service.

PROGRAM EXPOSURE AND PROGRAM ENVIRONMENT

- 7.0** (Refers to Section 11.0 of State Plan) Are you planning any institutionalized /incarcerated services this year? If yes, please briefly explain the results of these efforts in the past, average student hours, etc., as well as estimated cost per student. Also briefly explain how you deliver services to this population. Some of our activities in these settings have not appeared very productive. Be specific about past results, cost, and the need to proceed with these efforts.

PROGRAM IMPROVEMENT

- 8.0** Are you requesting Leadership and Professional Development funds this year? If so, please briefly and specifically explain how these funds will be used to improve the quality of your program? Activities must relate to your goals. List goals and cost projections. Base all Leadership and Professional Development upon data analysis and use program and/or other data to show need and how your leadership plan will address the need. Your Leadership Plan should also support your AIDDE plan.

SUPPORT SERVICES, PROGRAM EXPOSURE, PROGRAM EFFECTS, PROGRAM MANAGEMENT, PROGRAM RECRUITMENT AND INTAKE

- 9.0 Please provide a chart of collaboration. (These charts have been very beneficial when the state office has been queried about partnerships and collaborations, particularly CBO's and faith-based organizations.)**